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ABSTRACT

This paper presents seven lessons intended to increase the cultural awareness of middle school students concerning life in Bulgaria, Romania, and other parts of the world. The lessons include: (1) "Getting Acquainted, Letter Writing"; (2) "Learning English as a Second Language"; (3) "Newspaper Sharing"; (4) "Monastery Comparison"; (5) "Comparisons of Monasteries with California Missions"; (6) "Comparative Forms of Government"; (7) "Comparison of Land Use and Environmental Standards"; and (8) "Comparison of Architecture." (EH)

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ED 410 163

BULGARIA AND ROMANIA

FULBRIGHT-HAYES SUMMER ABROAD PROGRAM

JUNE AND JULY 1996

LESSONS BY

NANCY BINGER

U.S. DEPARTMENT OF EDUCATION
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Lessons for Bulgaria/ Romania
Fulbright-Hayes Summer Abroad Program
by Nancy Binger

My approach to the summer institute was to have the students in my classes become more aware of the students in these countries and share that experience through letter writing and sharing of newspapers and essays between the two groups in each country since one focus in our school this year is having the students read, write and speak better. I have the names and addresses of many school throughout both Bulgaria and Romania and we will be sending/ exchanging students letters/essays throughout the school year.

I also have a list of students questions which were answered while in both countries and this information will be shared with the students in my classes and they will be able to answer these same questions and compare their answers to the ones which were done in Bulgaria and Romania. The students will then be able to write an essay which compares and contrasts their answers to their counterparts responses.

Thirdly, the students will learn how these countries were historically during the early Byzantine Empire which our current curriculum teaches and they will be able to compare the changes in the government during the last 10 years. They will be able to look at the political parties in the United States and the Presidential election which the US went through in November and compare it to the political parties in Bulgaria and Romania. They will be able to examine the elections which are currently happening in both of these countries throughout the current school year.

Next, the students will be able to examine farm land and industry in both countries and compare it to those in Egypt and Jordan and their own countries. They will be able to look at environmental issues effecting all countries and see what is being done in each.

Finally, they will be able to examine the architecture of these countries and compare it to the architecture historically in both Romania and Bulgaria.

Lessons 1: Getting Acquainted, Letter Writing

The Students will be able to write a letter to another student describing themselves. This letter will include: Name, Address, Family information, interests in sports, activities, music and school activities. The students will then be able to correspond with a "pen friend" in a foreign country and share some information with their classmates in a short oral presentation. What did they learn about the person in the foreign country. All correspondence will be in English, helping both students learn to write using complete sentences.

OBJECTIVE: The Students will be able to improve their reading, writing and speaking skills by writing letters to counterparts in foreign countries and sharing that information orally in class after they have read the letters which they received from their counterpart. They will also be able to write an essay about what they learned.

STRATEGIES: The teacher will provide the students with a list of areas to incorporate in their initial correspondence with their foreign counterpart, then the teacher will mail the initial letters to the teachers in Bulgaria and Romania in a packet for distribution by the cooperating Romanian and Bulgarian teachers.

MATERIALS: copy of survey questions
addresses of teachers in Bulgaria and Romania
Venn diagram for pre-writing activity for comparison (optional)

EVALUATION: A completed survey and letter written in complete sentences with all words spelled correctly. After receiving the counterparts letter, a 150 word essay comparing the 2 letters. (the Venn diagram will help the students do a pre-writing activity which compares the similarities and differences of both students.

(See attached survey questions on the next page--Each student will fill one out, then write a letter about themselves, they may send the completed form to the other students or be sure that all of the information is included in the letter)

SURVEY QUESTIONS:

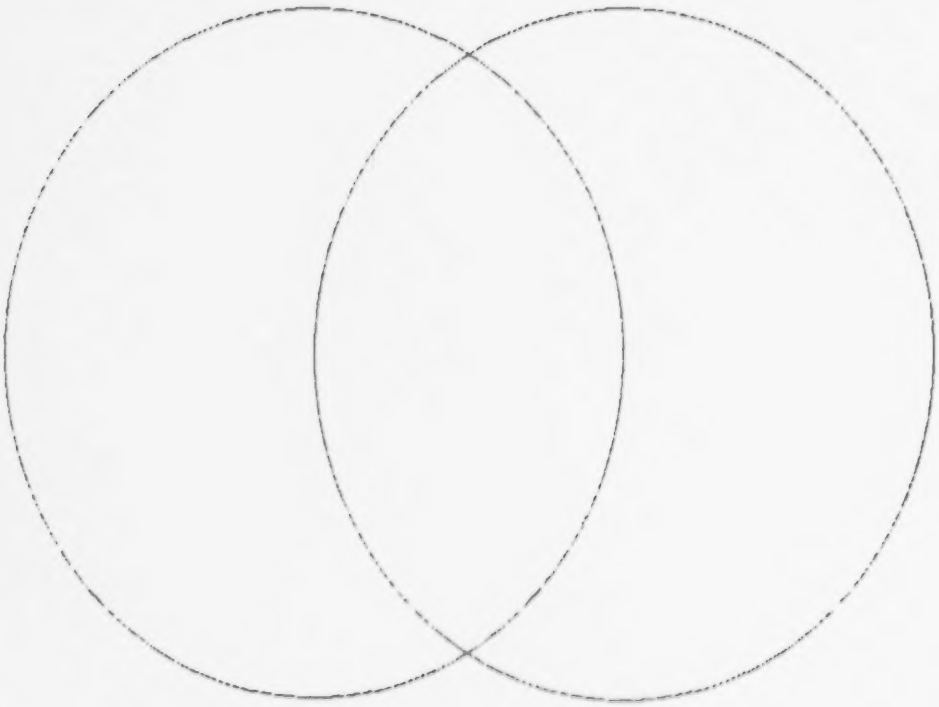
Name:
Address:
Grade level:
Age:
Sex:
Birthday:
Primary Language spoken at home:
How long have they studied English in school(and at home):
Interests in school:
- Favorite Class:
- Favorite Sports:
- Favorite Food:
- Participation in clubs/sports:

Interests outside of school:
- Participation in clubs/sports:
- Family: Brothers and Sisters (names and ages)
- Pets:
- Favorite Food:

Description of Home (What type, house or apartment, location from school, size--how many bedrooms, baths, size of yard if any, etc.)
Type of Music they like to listen to or dance to.
- Favorite group:

Hobbies:
Church Activities:

After filling out these survey questions, write a paragraph about who you are and who you would like to correspond with (boy or girl and approximate age) and anything special you would like to know about from the foreign student.



QUESTIONS FROM THOMAS JEFFERSON MIDDLE SCHOOL STUDENTS ABOUT BULGARIA AND ROMANIA.

FREE TIME /LEISURE ACTIVITIES /SPORTS:

1. What kinds of sports do they have? Do they play basketball? Do they have bicycles? If so, what kind?

2. What do they do in their spare time?

3. Do they dance and if so, what kind / type do they do?

4. What kind of music do they have?

5. What types of theaters/cinemas do they have? (walk-in, drive-in, etc.)

6. Do they play roller or ice hockey?

7. What are the best vacation spots?

8. Do they have television? Cable? If so, what kinds of programs do they have and what do they like to watch?

9. Do they have casinos? If so, what types of games/gambling do they have? Is there and age limit?

10. Do they have backyards, playgrounds, community centers for children to play in?

11. Do they have little league baseball and softball programs for children?

12. What types of musical instruments do they have and which is considered to be the most important/ popular?

FOODS:

13. What kind of candy , soft drinks (Coca-Cola or Pepsi), other beverages, fast food places (McDonald's) do they have?

14. Do they have restaurants? If so what kind are they?

15. What do they eat typically for meals at home and at school (common breakfast, lunch and dinner)?

16. How do most people eat their food? (use silverware or hands like mid-eastern countries) What kinds of cooking and serving utensils do they have?

HISTORY/ CULTURE:

17. Do they have gold mined there or is it imported and what is still in the country made out of gold? (Byzantine treasures)

18. What major events happened there? (currently and in the past)

19. What are they famous for?

20. What is strictly part of their culture (they are the only country to do it)?

PEOPLE:

21. Are the people friendly?

22. Do they have any things which the American have?

23. What kinds of traditions do the people have?

EDUCATION:

24. How do they write? Which alphabet and left to right or right to left?

25. What do their classrooms look like? What are the size of the classrooms and the number of students per class?

26. How do they do their schoolwork? Homework? school days / hours/ schedule?

27. Do they wear uniforms to school? If so, what do they look like or consist of?

28. What do they learn in school (curriculum)?

29. What are the requirements in school? Do they have graduations at the end of a certain age/year?

30. When is school out? (age, vacations/holidays/ days of the week etc.)

31. How long is the school day and the specific length of classes? How many days of school do they have in 1 year?

32. What are the names of the schools ? (Is there a method for name selection?)

33. What type of poetry and other writings /literature do they have which they read in school?

34. What are the ages for going to school (entry and exit)?

35. What is the discipline policy at the schools? Do they have any problems with behavior?

36. What do they know about America in the schools? In the country?

HOMES:

37. What do their houses look like?

38. What do they sleep on?

39. What type of electricity (current) do they have and is it consistent ? (Are there lots of shortages / brownouts and when)

40. Do they have pets? What kind(s)?

41. What kind of cars do they have? What other types of transportation do they use? What side of the street do they drive on?

SOCIAL LIFE:

42. What kinds of holidays are celebrated there?

43. Do they have celebrities? What are they famous for? Who do they consider for their celebrities?

44. What kinds of languages do they speak? Are most people bilingual and is this representative of a certain age group (mostly young / business people / educational types etc.?)

45. What is the national anthem?

46. What is life like?

47. What kinds of clothes do they wear?

TECHNOLOGY/ECONOMICS:

48. Do they have video games and computers? If so, what kind/names of them do they have?

49. Costs of clothing, food, etc.?

50. What is the wealth of the two countries (GNP) major cash product?

51. What kind of stores to they have and how big/small are they (malls v. mom and pop type, chains?)

52. What type of jobs do they have? What type of skills do they have.

53. Are the girls restricted in their activities or can they do the same things as boys?

54. What kind of farming do they fame and what type of training on equipment do the have to have? (modern farm equipment?)

55. What brands of things do they have? (like soap, toothpaste, deodorant?)

56. What is the exchange rate with American currency?

GEOGRAPHY:

57. What are the land sizes of each country in square miles/ km?

58. Where is it located? (lat./long, near what other areas etc.)

59. What is the weather like?

60. What is the Black Sea like?

61. What are the names of the land forms? (mountains, lakes rivers, etc.)

POLITICS:

62. What is the population of the country and specific cities?

63. What is the current political situation of the two countries?

64. What are the political offices for the government officials? What is the role of women in the government?

65. What kind of ceremonies do their officials go through when they become the leaders of the country? (inauguration)

66. What major events happen there? (currently and in the past)

MILITARY:

67. Do they have soldiers and is it mandatory service? What are the requirements?

68. What kind of weapons do they have? (who supplies them)

ARCHITECTURE:

69. What famous buildings are they and why / when were they built? (Who built them and what is the usage)

70. What are most of the houses/ building constructed of?

LESSON 2: (follow up to lesson 1) LEARNING ENGLISH AS A SECOND LANGUAGE

OBJECTIVE: Many students in my school have recently learned English as a second language (Spanish, Laotian, Hmong, Punjab, being their primary), as did many of the Students in Bulgaria and Romania. Therefore, I would like for the students in their letters to correspond with one another and discuss the problems which they both had encountered in learning English and how they still have difficulties with some aspects of the English language.

EVALUATION: The students will share the information from their letters about learning English as a secondary Language with the class orally and explain if they had some of the same things occur in their learning experiences.

Lesson 3: NEWSPAPER SHARING

OBJECTIVE: The students need to write an article for the school newspaper sharing information they've learned about from their foreign counterpart.

STRATEGIES: The students at my school produce a newspaper in their Journalism class as do some schools in Romania. The Students in the Journalism class need to mail copies of the monthly school newspaper to Romania. Then they will share the one from the counterpart in the Journalism class and write articles incorporating the information learned from their counterparts in their own newspaper either as a regular column or as an article. Then share the newspaper with one another.

MATERIALS: Copies of School newspapers.
Writers in or for the Journalism class.

EVALUATION: Completed essay in newspapers which can then be sent to Romania and Bulgaria for their students to do the same.

LESSON 4: MONASTERY COMPARISON

Historically, the students will read in their text the information about the Riga Monastery and use additional handouts and photos to be able to draw conclusions about what life would have been like in the monastery during different periods of history. (Byzantine Empire, Islamic Control and the Reformation). They will be able to write an essay and or draw a picture of a monastery and explain its self-sufficiency, art,(frescos) and religious importance throughout different periods of history.

OBJECTIVE: The students will be able to examine photos, postcards (they could even make their own postcards out of the copies of photos) and information from books found in both Bulgaria and Romania to compare the various monasteries from both countries in small groups. They will be able to explain the similarities and differences between them on a comparison chart. They will be able to write a paragraph describing those similarities and differences, and report on their group findings to the class.

STRATEGIES: JIGSAW: Pictures of 6-8 monasteries will be posted on charts and information will be printed from various sources, then the students in groups of 4 or 5 will visit each group and will be able to list specific characteristics of each monastery.
They will then share the information they learn with people from other groups and they will write the information down on the chart. They need to review 4 different monasteries.. Then one person from the original groups of 4 or 5 will then report their findings to the class. Each group will send 1 member to present their findings to the class.

MATERIALS: Photos/postcards for each monastery
Books and information
supply chart: location(country and area)
size(dimensions, number of buildings, grounds)
artwork(frescoes)
describe the chapel
use today (if any)
date built
special functions

EVALUATION: Completed chart and successful oral report from each student.

RESOURCES:

Bulgaria: Museum Towns and Villages. Bulgarian Association of Tourism and Recreation. Published by the Tourist Promotion and Publicity Centre.

Bulgarian Monasteries. Bulgarian Association of Tourism and Recreation. Tourist Promotion and Publicity Centre.

Ivanici, Ioan(Director general). Romania Tourism 96. Pagini Nationale. ISBN 973-0-00228-2.

Koeva, Margarita. Rila Monastery. Sofia: Balkan Press--Borina Publishing House. ISBN 954-500-051-1.

Mandrut, Octavian and, Dumitrescu, Mircea. Geographical Landmarks: Romania. Bucuresti: Regia Autonoma "Monitorul Oficial" 1994. ISBN 973-567-052-6.

Naiman, Aurora. Welcome to Romania. Bucuresti: Editura ALCOR SRL 1994. ISBN 973-96752-2-0.

Panov, Petar (Editor). Bulgaria 1996 Almanac. Sofia: Sofia Press Agency 1995.

LESSON 5: follow up to lesson 4.
COMPARISON OF MONASTERIES WITH CALIFORNIA MISSIONS

After comparing the Monasteries of Romania and Bulgaria with one another, they can use the enclosed information on the Missions of California. The information is available on the internet at *glegutk@cello.gina.calstate.edu*
(see attached references) The pictures of the 22 missions are taken from pictures available in books and magazines.
Two very good books to use are: *The California Renaissance Travelers User Friendly Guidebook of California Missions: a Guide to the State's Spanish Heritage.* by Gregory Lee ISBN : 1-55838-122-8 copyright 1992 (it shows a photo of each and a brief description of each along with addresses and phone numbers of each mission)

Another book which is useful to compare designs and interior painting at the missions is: *The Decoration of the California Missions* by Norman Neuerburg. ISBN # 0-88388-131-4. This books explains the specific paintings, styles, designs, techniques and artists of each mission and is almost entirely in black and white. It contains specific information to be able to compare the art of Spanish California to that of European style of the 1600's and the 1700's.

EVALUATION: THE SAME AS LESSON 4 (a completed chart and oral report from each student, they could add a comparison essay of 150 words comparing the similarities and differences of the missions to the monasteries.)

An extension lesson for this can also be to investigate the monasteries of California. While visiting Carmel Mission, I learned that they have an active monastery about ten miles from the mission as well, however, I did not have the time to visit it. The internet is not a resource here when I checked. There are several active monasteries throughout California which produce wines and are the homes of several nuns and brothers within the Catholic church. Most are close to the missions (Carmel, San Jose and San Luis Obispo), the time of building these would be the same as or a little later than the missions. I was unable to locate an entire list and I was unable to locate a list using the internet.I will contanct the mission at Carmel and find out further information in the near future. (The comparison of the late 1700's in California to the 13th century of Bulgaria and 15th and 16th centuries of Romania).

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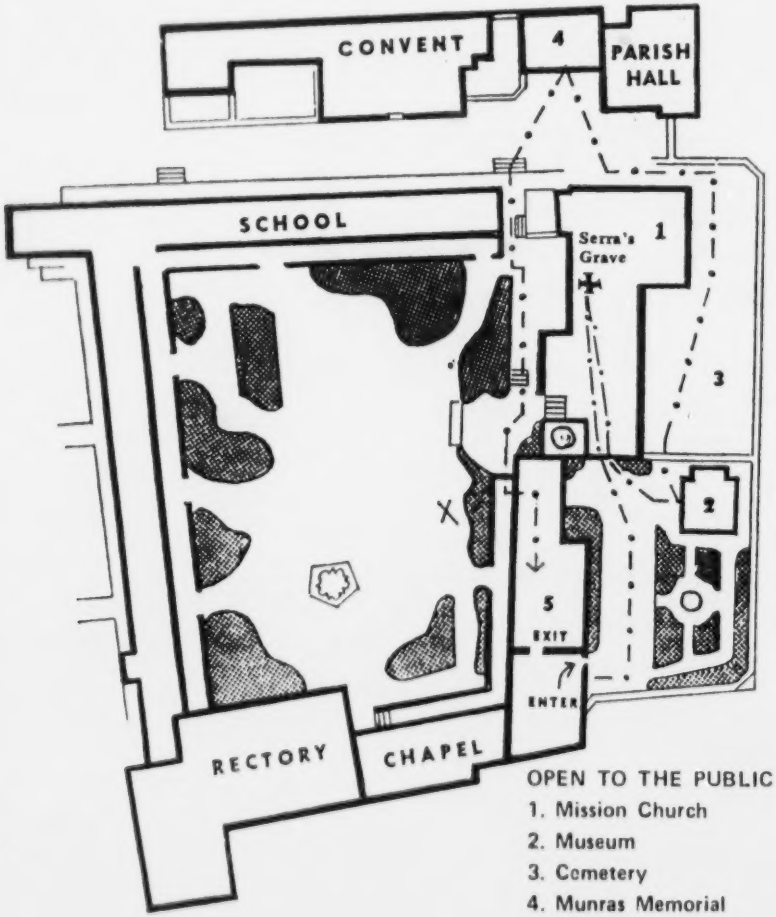
In 1960, His Holiness, Pope John XXIII, through the Sacred Congregation of Rites, granted Bishop Willinger's petition that Carmel Mission as a historical shrine be raised to the status of Minor Basilica. It now stands as one of only two Basilicas in the entire Western United States. As such it is a symbol of the continual prayers of many Christians that its founder, Padre Junipero Serra, who lies buried within its consecrated walls, may one day be found worthy of the title Saint.



OPEN TO THE PUBLIC

1. Mission Church
2. Museum
3. Cemetery
4. Munras Memorial
5. Museum

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Welcome

TO

The Basilica

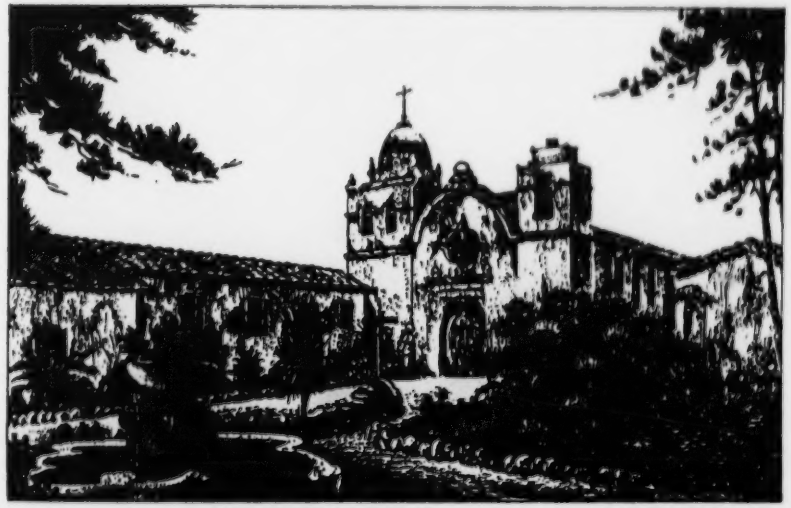
OF

MISSION SAN CARLOS BORROMEO

DEL

RIO CARMELO

CARMEL-BY-THE-SEA, CALIFORNIA



FOUNDED JUNE 3, 1770

CARMEL MISSION stands today as a monument to the Great Conquistador of the Cross who left his home and the comforts of a conventual life to come to our Western wilderness to preach the Gospel of Christ and to teach the better way of life to a pagan race. This man was Padre Junipero Serra.

Junipero Serra was born at Petra, Isla de Mallorca, on the 24th of November, 1713. At the age of 17 he received the Franciscan habit. In the year 1749 he embarked for the Missions of Mexico. He was nominated Presidente of the Missions of Lower and Upper California in the year 1767, set out afoot from Loreto in Lower California, came north to San Diego, established the Mission there in 1769, arrived by vessel at Monterey on June 3, 1770, and founded the Mission of San Carlos. For obvious reasons, lack of good soil and its proximity to the Presidio, the location was changed from Monterey to the present site near the river in Carmel.

WE ARE GRATEFUL to the thousands of visitors whose thoughtful donations on leaving the Mission have made possible the restoration of the Mission to its present state. It is a work of love for no Federal or State funds have been involved. The completion of the restoration program will continue to rely solely on the generosity of present day visitors and benefactors.

On August 24, 1771, Padre Serra took up his abode at Carmel. The first church and dwellings were of wood, enclosed by a palisade of poles. The first years were hard, with few provisions, depending mostly on the Indians for supplies. As time went on, the temporary buildings were replaced with structures of adobe.

The Indians lent themselves willingly to the Padres. Over 4,000 were baptized at Carmel from 1770 to 1836. As well as caring for Carmel, Padre Serra founded nine missions. Having the faculties for Confirmation, he often made long journeys afoot to confer this Sacrament on the neophytes. On January 1, 1782, Padre Juan Crespi, beloved friend and co-worker with Serra, passed to his reward. Padre Serra had now reached his 71st year, never being very strong. He summoned his lifelong friend, Padre Palou, who prepared him for his death. He departed this life August 28, 1784, and his request was buried beside Padre Crespi here at Carmel Mission.

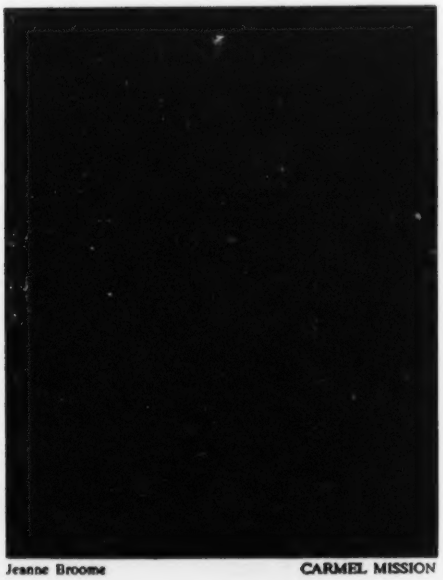
Padre Lausen was elected Presidente. It was he, who in 1793, undertook the building of the present stone church, which was Padre Serra's hope. It was built on the side of the first adobe church, being built of the native sandstone quarried from the Santa Lucia Mountains nearby. The interior walls begin to curve inward as they rise. The ceiling follows the sweep of the walls forming a catenary arch, a most beautiful effect. The tower is of Moorish design, graced by the four bells, which are reached by an outside staircase. The walls are covered with a lime plaster made from burnt sea shells. The floor was covered originally with burnt tile. The church was four years in building and was dedicated in 1797. Padre Lopez died the same year and was buried near Padre Crespi within the sanctuary.

Under Padre Lausen the Mission reached the height of its prosperity. The year 1794 found the Indian population at 927 souls, and there were good crop reports. On June 28, 1803, Padre Lausen died and was laid to rest beside Padre Serra. Throughout the church are interred many Indians and Spaniards, among them Governor Romeau and Commandante Sal. In 1821 the side chapel was added, which was used as a mortuary for the Indians. Beside the church, in the cemetery, are buried over 3,000 Indians.

In the year 1823, the population had dwindled to 381. In 1833 Padre Jose Real took charge of Carmel. Then in 1834 Carmel was secularized. Destruction of the mission life was complete by 1836. Padre Real moved his residence to Monterey, only occasionally holding services at Carmel and for safe keeping took with him the church ornaments, as the church was without a caretaker.

Gradually the church and quadrangle went into decay and ruin. It was not until 1884 that Father Casanova undertook the work of saving this historic landmark. A roof was put on the mission which, although saving the structure, marred the beauty of the church. In 1924 Father Raymond Mestres restored the first room of the old quadrangle, and in it had a beautiful memorial erected to Padre Serra and the other three Padres who are buried at Carmel Mission.

A new era of rebuilding began in 1931, when Monsignor Philip G. Scher, pastor of San Carlos, Monterey, and later to become Bishop of the Diocese, appointed a devoted layman, Harry Downie, curator in charge of Mission restoration. Two years later Bishop Scher raised Carmel Mission to the status of parish church naming Father Michael D. O'Connell pastor.



Jeanne Broome CARMEL MISSION

San Carlos Borromeo del rio Carmelo

Carmel was the second mission founded by Padre Serra in California. Upon his arrival at Monterey Bay aboard the *San Antonio*, Serra blessed the ground and hung a bell from an old oak tree. This site is now the home of the Royal Presidio Chapel, the only remaining structure from the original presidio (550 Church Street near Figueroa, Monterey).

Mission Carmel was moved south of Monterey Bay in 1771 to a location with better soil. Temporary shelters of wood were erected, and around the complex was built a palisade, a fence of poles sharpened at the top.

Serra made Carmel his headquarters for the rest of his California missionary work. When Padre Lasuen succeeded Serra as presidente of the Alta and Baja California missions, he supervised the building of the present stone church in place of the adobe one in 1793. Sandstone quarried from the neighboring Santa Lucia Mountains was used for this beautiful structure, with its tower of Moorish design. The interior walls curve inward as they rise toward the ceiling, forming an arch, and are covered with a lime plaster made from burnt seashells.

It took four years to erect the structure, which

Jeanne Broome MISSION GROUNDS

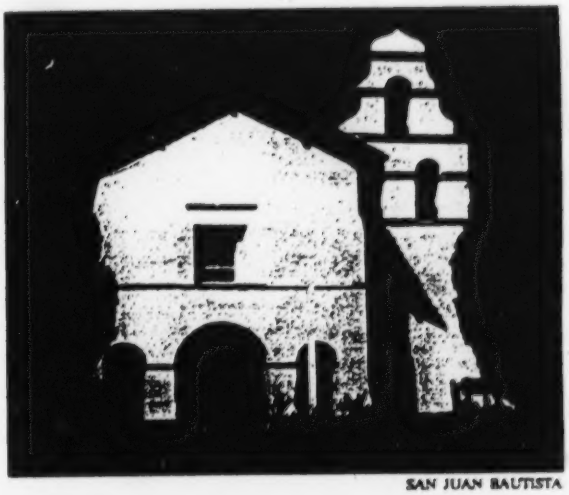
finally was dedicated in 1797. A side chapel was added in 1821 to serve as a mortuary for the native population. The cemetery is said to contain the remains of more than 3,000 California Indians.

More than 4,000 natives were baptized from the time the mission was founded through 1836. But by 1823 the population had started to dwindle, and only a few hundred were left when the mission was secularized in 1834.

The church and its quadrangle fell into decay until 1884, when Father Casanova took charge of restoration. A different roof was put on the mission, which changed the original architectural design but saved the church from further deterioration. The first room of the old quadrangle was restored in the early 1920s and a memorial was created to honor the padres buried at Carmel. Restoration has continued since the 1930s, and in 1960 Pope John XXIII designated Carmel Mission a minor basilica.

Padre Serra, who died in 1784, was buried next to his associate, Padre Crespi, within the walls of the church. Serra seemingly reserved the best spot as his final resting place, for Carmel is one of the most scenic places along the California coast. The mission complements its surroundings nicely, and is a favorite of many travelers.

Location: 3080 Rio Rd., Carmel.
Founded: June 3, 1770; second in the chain.
Directions: From Hwy. 1 S of Monterey, take the Rio Rd. exit W 1/2 mi. to Lasuen Dr.



SAN JUAN BAUTISTA

San Juan Bautista

The base of the hill below the cemetery wall at San Juan Bautista is a point of interest for travelers to California's earthquake country. The mission sits on the San Andreas fault! This singular location in the middle of the San Juan Valley meant a lot of shaky days for the missionaries. During October 1798 the padres slept out-of-doors while the ground shook repeatedly--as often as six times a day. Huge cracks appeared, both on the grounds and in the buildings of the mission.

The existing church was dedicated in 1812, and the interior completed in 1816, much of it painted by an American sailor who jumped ship in Monterey. With three aisles or naves, San Juan Bautista is now the largest of the mission churches. Today, the mission has only half of its original buildings left. The traditional quadrangle of rooms is gone except for two sides, the *convento* wing, and the church itself.

The facade of the present mission is rather plain, a simple archway entrance with a square window above. Inside, the church has been restored to its original form, but at one time the aisles on either side of the center nave were walled off to create separate rooms. The great San Francisco quake of 1906 levelled the outer walls, and they remained unrepaired until the mid-1970s. At that time the walls were restored, the archways opened up, and the three-nave interior revealed again to create the widest church in the mission chain. The current bell wall by the entrance, while an honest imitation of architectural motifs during

the mission era, was never a part of the original mission.

Six statues of saints dominate the back wall of the altar, one being a life-size image of John the Baptist. On the red tile floor along the center aisle can be seen the tracks of bear and coyote, apparently made while the tiles were fresh and still drying in the sun.

San Juan Bautista has never been without a resident padre, one of the few missions that can make that claim. Padre Estevan Tapis, who founded Mission Santa Ines while serving as presidente of the missions, retired to San Juan and dedicated himself to music. The mission is now nicknamed the "Mission of Music," because its choir was among the best along El Camino Real. One of Padre Tapis' handwritten choir books, on display in the museum, shows his fascinating method of notating music: the notes are in four colors, one for each singing part.

The unusual barrel organ in the mission played tunes from wooden drums inserted with pins, much like paper rolls are used in a player piano. This delightful instrument is credited with having saved the mission from an Indian attack. Some hostile Tulare Indians were bearing down on the mission, the story goes, when one padre struck up a tune and the mission Indians began to sing. Their singing charmed the Tulares, and there was no further violence that day.

The Spanish plaza in front of the mission is the only original one remaining in California. In fact, the town square is a State Historic Park. Travelers can take a walking tour of the surrounding 12-block area, visiting some three dozen historic buildings.

This historic plaza in front of the mission helps the traveler visualize life during California's mission era. Just north of the cemetery is an original section of El Camino Real, the first road in the state. This "royal road" or "King's Highway" was the link from mission to mission and is still marked in many places along U.S. 101.

Location: 2nd and Mariposa Sts., San Juan Bautista.
Founded: June 24, 1797; 15th in the chain.
Directions: From Hwy. 101, take Hwy. 156 or San Juan Hwy. E to the town square of San Juan Bautista.

LESSON 6: COMPARATIVE FORMS OF GOVERNMENT

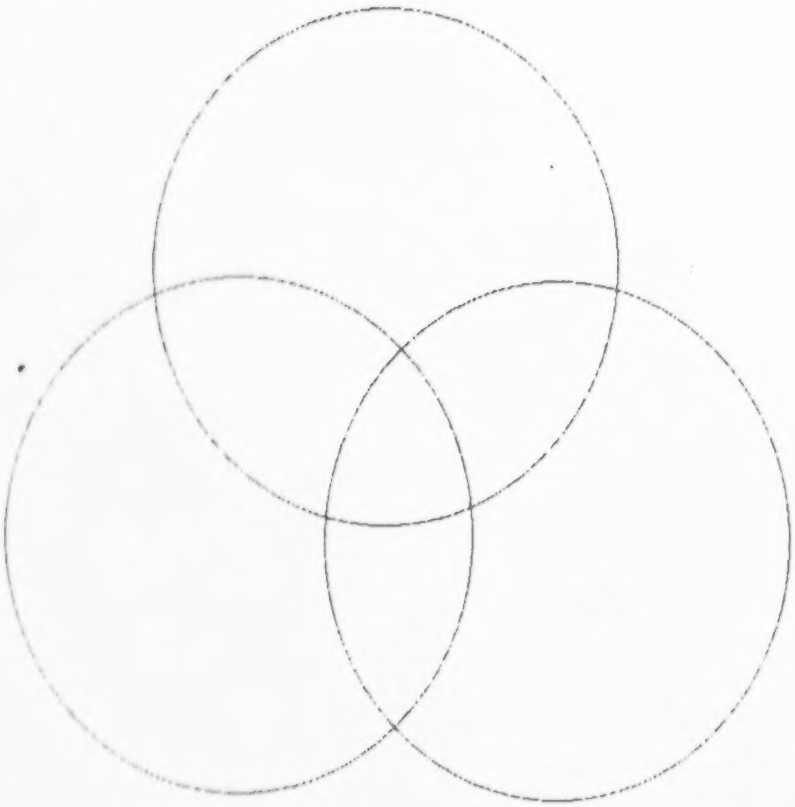
OBJECTIVE: The students will be able to use a Venn Diagram to compare the type of government, political parties and elections which the United States, Romania and Bulgaria have. They will then be able to write a paragraph explaining the similarities and differences between the three countries.

STRATEGIES: The students will be given information from a variety of texts on the structure of governments and the political party structure in all of three of the countries and in small groups will be able to establish the categories for comparison for the Venn diagram and place the information in the diagram in the correct locations. Each group will then write an essay from the group and share that information with the class. Topics which must be included are the number of members and names of houses and leaders in each branch, the type of leadership, the type of power each leader has and the length of term of office (plus any other category which their group comes up with.

MATERIALS: RESOURCES/HANDOUTS
VENN DIAGRAM WITH THREE CIRCLES ON IT(ONE FOR BULGARIA, ROMANIA AND THE UNITED STATES)
SMALL GROUPS OF 4 OR 5

EVALUATION: The Students will be write a 150 word essay which compares and contrasts the governments in each country with one another.

RESOURCES: CONSTITUTION OF THE REPUBLIC OF BULGARIA
CONSTITUTION OF ROMANIA
THE PARLIAMENT OF ROMANIA
THE 1996 ALMANAC OF BULGARIA
THE 1996 ROMANIA BOOK OF TOURISM
THE 1997 INFORMATION PLEASE ALMANAC
LOCAL NEWPAPERS ("FRESNO BEE") AND NEWS MAGAZINES
WEEKLY READER AND JUNIOR SCHOLASTIC



LESSON 7: COMPARISON OF LAND USE AND ENVIRONMENTAL STANDARDS

OBJECTIVE: The Students shall be able to look at pictures and printed information from a variety of sources from both Bulgaria, Romania, the United States, Egypt and Jordan and compare how these nations make use of their farmland and industry. They will also examine the environmental policies of each country and see if those nations are in compliance with the regulations.

STRATEGIES: The students will be able to examine pictures of a variety of farmland from various nations and identify the type of crops and animals it has as well as read information on the type of products which grow in specific regions. They should be able to identify the type of crops each has and if they can identify any problems which a farmer might encounter given governmental or international requirements.

The Students working in small groups of 4 or 5 will be able to use critical thinking skills to identify the various crops and farm animals which are shown in the pictures. They will need to read the prepared text and match the picture to the description. They will then write their reasons for their choices in an essay. Next they will then present their findings to the class and explain what type of problems they see form the information which they have.

EVALUATION: The students will match up the pictures with the descriptions given and will be able to write a 150 word essay describing why they selected the pictures with the descriptions and what types of problems which they see for this particular country regarding the environment.

MATERIALS: Pictures of farmland from Bulgaria, Romania, Egypt, Jordan and California, mounted on cards and lettered.

Information about crops in these countries mounted on cards and numbered.

Lists of environmental concerns from the Environmental Protection Agency and the Economic Union. (information from Dr. Vasile Palifron, Ministry of Forestry, lecture of July 27, 1997, University of Sibiu)

LESSON 8: COMPARISON OF ARCHITECTURE

OBJECTIVE: This lesson will enable students to see that the people in Romania and Bulgaria live in a variety of different architectural style of homes. Building styles depend on the climate, building materials and cultural influences. The students will be able to compare house designs, roof patterns and building materials from the photographs included.

STRATEGIES: Inquiry Method: The students will be able to examine photos of the homes and towns of various regions and will try to identify the type of building materials used. They will then choose one of the photos and create a story about the type of life that a person living in that house might have. They will need to read further information from the books in order to gain insight on the types of things which people in the various regions do for a living and what kind of climate, jobs, former influences, etc., they would have in that area.

MATERIALS: Photos with descriptions of land and locations (see photos #19-25 in the photo portfolio)
books for information include:
Bulgaria 1996 Almanac
Romania Tourism 96
Welcome to Romania

EVALUATION: The students should be able to write a 5 paragraph creative description of the life of a person living in a house in one of these areas. They need to have an introduction paragraph, a paragraph about the person who lives there including the type of job they might have, a paragraph about the climate of the region, and the type of building materials which would have been used there and a conclusion paragraph about the cultural influences that person may have had on their lives in that region.

PICTURE SUPPLEMENT:

The following index is to identify the pictures in the enclosed folders. There are 2 folders containing 56 pictures, which depict the monasteries, architecture and farms of the three countries included in this project. (For those who are unable to re-produce these photos, any similar pictures would also work for use in these lessons i.e. magazines, books, travel magazines or student travel experiences)

1-4. Rila Monastery, Bulgaria was founded by John of Rila in the 10th century as a colony for hermits. In 1335 it was settled by the protosebast Dragovol Hrelyo as an independent ruler. He built the five-story defense tower, topped by the Transfiguration Chapel, whose murals can still be seen in it today. The Rila Monastery is in the Mountains above the city of Veliko Turnovo.(about 120 km southwest of Sofia.)

5. Church of St. Nicholas in Iasi, Romania. It is located near the Palace of Culture. It is a replica of the church built by Stephen the Great in 1491.

6-10. Simbata Monastery, Romania 66 km west of Brasov in the Fagaras Mountains. It is famous for its painted icons on glass.

11-15. Carmel Mission was founded in 1770 and is the second of the 21 missions in California. It is located in Carmel and is made of sandstone quarried from the Santa Lucia Mountains. It has a tower of Moorish design and is covered with a lime plaster made from burnt seashells.

16-18. San Juan Bautista was founded in 1779 and is the 15th of the 21 missions in California. It is located on the San Andreas fault in the middle of the San Juan Valley.

19. House made of brick with a central fireplace and a slate roof in a mountains village of Bozhentsi, Bulgaria in a secluded rural community.

20. Village homes in the Fagaras Mountains near the Simbata Monastery. These homes were inhabited by a Romanian population influenced by the Saxons during the 15th century. They are wooden structures with tile roofs.

21. Brasov's main square called the Piata Square (Council Square) It is lined with sturdy merchant's houses, their red-roofed tiles top their masonry buildings. This 15th century community is surrounded by hills, farms and vineyards.

22. Sighisoara's homes viewed from the city's central clock tower. One can see churches on the top of the hill and the wooden homes with tile roofs. One of the stone citadel wall towers can be seen also in the background of this Medieval Transylvanian city. (located in the Transylvanian Alps--home of Count Vald, 'The Impaler' or Dracula.

23. A home in Sibiu, a city founded by the Germans in 1143. It too is in the Transylvanian Alps. It is a stucco house with wooden shutters and a tile roof. Special attention should be called towards the unique style of the rain gutter spouts and the ornate crosses of the Orthodox cross on the top of the house.

24-25. In Sinaia, 130 km from Bucharest, you will find Peles Castle which outwardly looks like a Bavarian Schloss (castle), It was built in the 1880's for Romania's imported Hohenzolleren monarch, Carol I. These homes lead to the castle and show a distinct Bavarian type of architecture. The peaked tile roofs and the connected buildings and ornate wood carvings resemble buildings one would find in Austria and Germany today.

26-27. Grape vineyards along the country side of Bulgaria en route to the Black Sea. In 1995, total grape production was estimated at 692,000 tons.

28. Field of sunflowers grown in Bulgaria outside of Veliko Turnovo (corn production in Bulgaria for 1995 was @ 1,792,000 tons), although both Romania and Bulgaria have fields of sunflowers throughout its countryside.

29. Romania's farmland around Brasov shows the productivity of the land potatoes and corn help Romania to continue to be the "breadbasket". Farmland sums up to 9.5 million hectares which takes up 62% of the surface of the country.

30. Many industries compete with farmland in Romania, this photo shows the electrical power lines and the coal burning power plant in the background with its smoke filling the air in the north eastern region outside of Isai.

31. Arbanassi: Church of the Holy Nativity with flying buttress on the exterior side walls to help the structure stand after earth quakes and to keep the interior frescos in order. The interior has 16th and 17th century Frescos, which have maintained their original brilliant color. Many portray the life of Christ and the Circle of life. The exterior foreground has a cemetery with carved stone markers or headstones.

32. Boyana Church, located in the foothills of Mount Vitosha, 8 km from Sofia, Bulgaria. It was extended and decorated in 1259, and contains a set of 13th century frescoes painted in a realistic manner rejecting the stiff and formal Byzantine style of their era and anticipating the style of the Italian Renaissance.

33. Chapel of the Queen in Balchik, near Varna on the Black Sea. This Chapel was built for the Queen of Romania at her summer palace in Varna. It did contain her heart in a ruby case until 1940 when it was returned to Romania. It is made out of what appears to be limestone bricks and has a tile roof. Above the door is a fresco of an icon (perhaps modeled after the Queen??).

34. Varna's main square Orthodox Church.

35-36. Mangalia, Romania on the Black Sea. The Mosque built in 1523, is just south of the town center, known as the Sultan Esmahan Mosque. It is a wooden and stone structure with a tile roof and is surrounded by a Muslim graveyard. It is located next to the President Hotel and is near many other hotels near the sea coast. It is unlike the mosques of the Middle East, in that it has a minaret, but one doesn't hear the call to prayer, and could walk right by it without even knowing that it is a mosque.

37. Cairo, Egypt, a mosque in the center of town, made of stone and has a plaza in front of it. It would be very difficult to walk by this area and not notice that a mosque was there.

38. Coptic Christian Monastery near Alexandria, Egypt. Note the plain brick wall with the fish symbols near the top of the wall. A different type of architecture than the ornate brick of the Islamic mosque.

39. Bell tower of the Coptic Christian Church in Egypt. It is within the walls of the previous photo and is surrounded by several classrooms and residences.

40. Romanian citizen using a cart pulled by horse. This is a typical scene throughout the countryside of Romania.

41. The Valley of the Kings, Upper Egypt near Luxor, the farm village and the donkey next to abandoned farm equipment.

42. Farmers in Bulgaria in a horse pulled cart, similar to the one in Romania.

43. Cairo, Egypt, farmland of date palm trees and the desert next to one another just outside of town and the surrounding countryside.

44. Egyptian farmland includes a mix of corn, beans, and date palms. The trees in the background act as a wind break and a division between each fehelen's (farmer's) property.

45- 46. Egyptian cattle used to work the water wheels and pull carts. They also raise donkey, lamb and sheep on their farms for both food and work animals.

47. Egyptian farmland, corn, date palms, and bean plants, next to the irrigation canal.

48-49. Irrigation canals throughout most of northern Egypt near Cairo has plants growing in the canals, this has caused some problems in the water supply. Often times the correct number of minerals, fertilizers and pesticides delivered to the fields become mixed and the crops tend to suffer from the wrong mixture.

50. Fields of Romania tend to be labor intensive. Many workers tend the fields by hand using scythes and reapers as they cut the crops.

51. Grazing lands in Romania are shown over shadowed by electrical power lines in the adjacent field.

52. Grapes growing in Romania.

53. Orange grove in Madera, California before harvest in November and December.

54. Grape vineyard in Madera, California before harvest in August.

55. Grape vineyard in Madera, California in the late fall before the first freeze.

56. Grape vineyard near Madera, California in October after the harvest.

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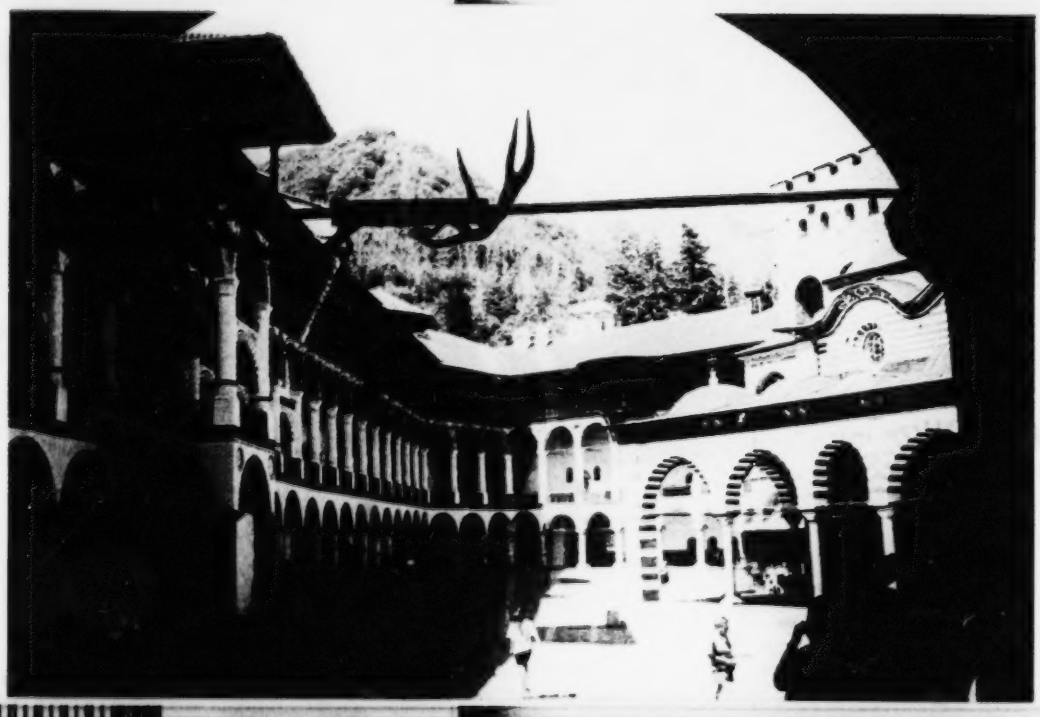

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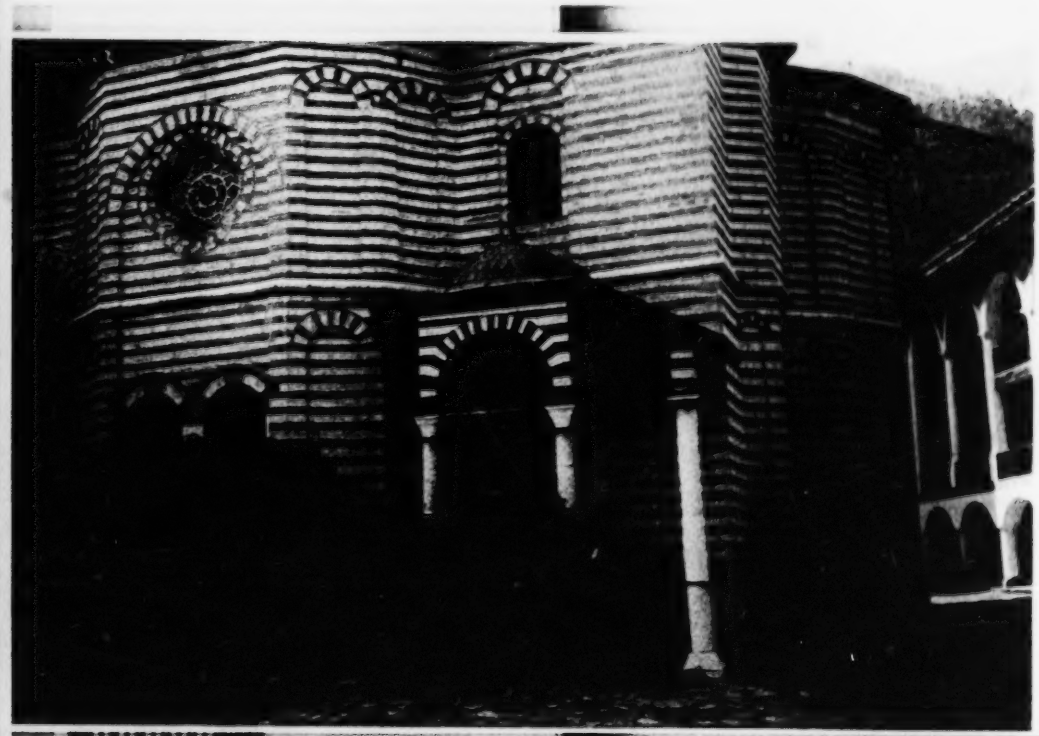

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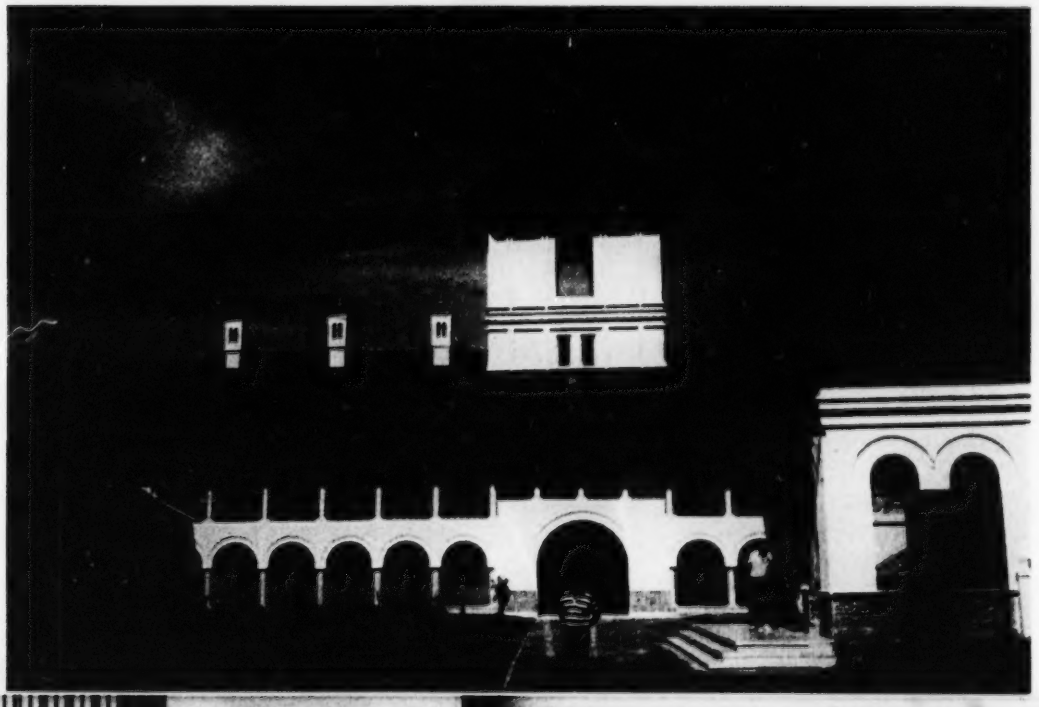

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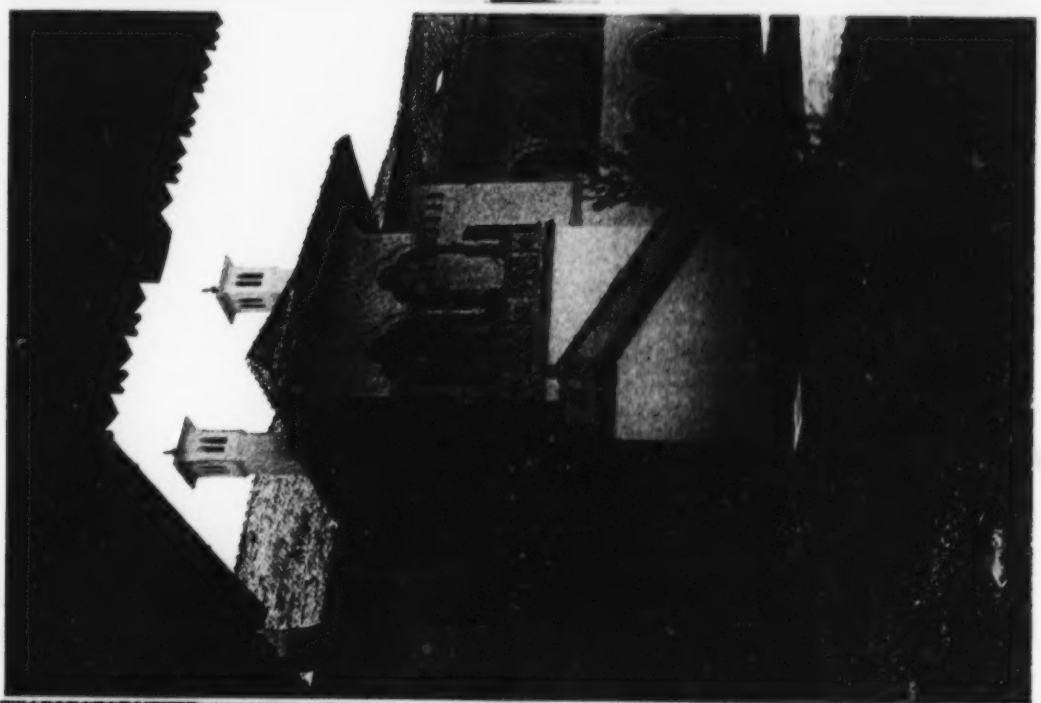

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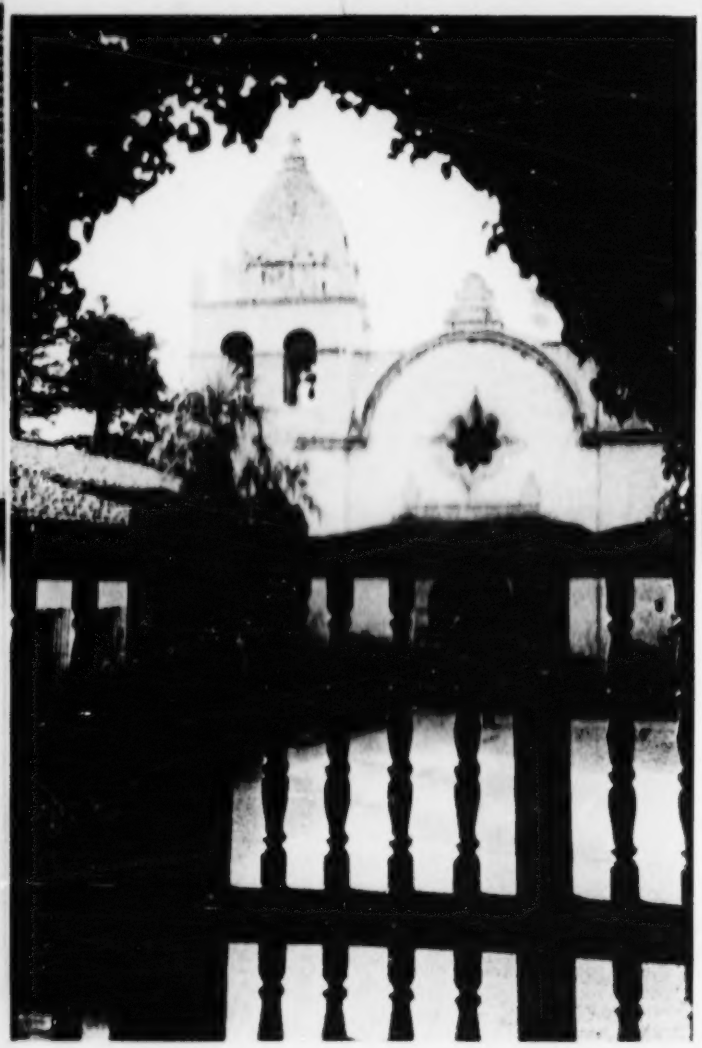

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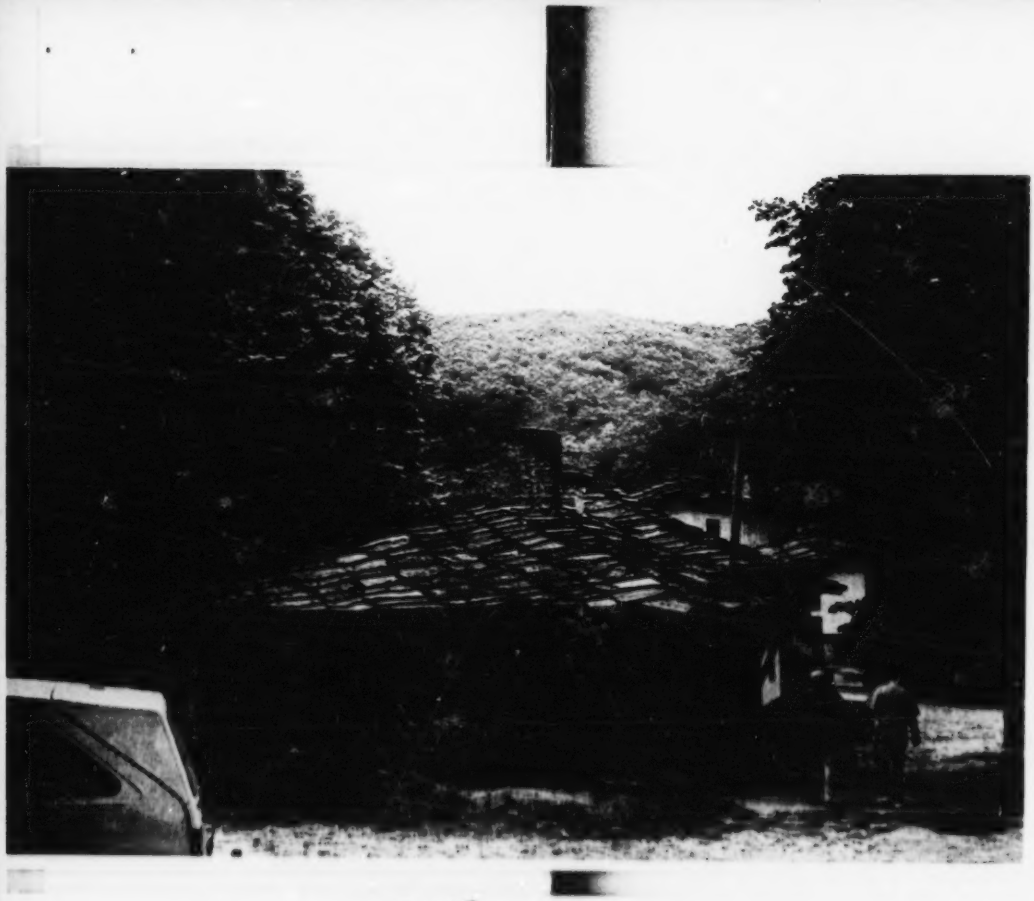

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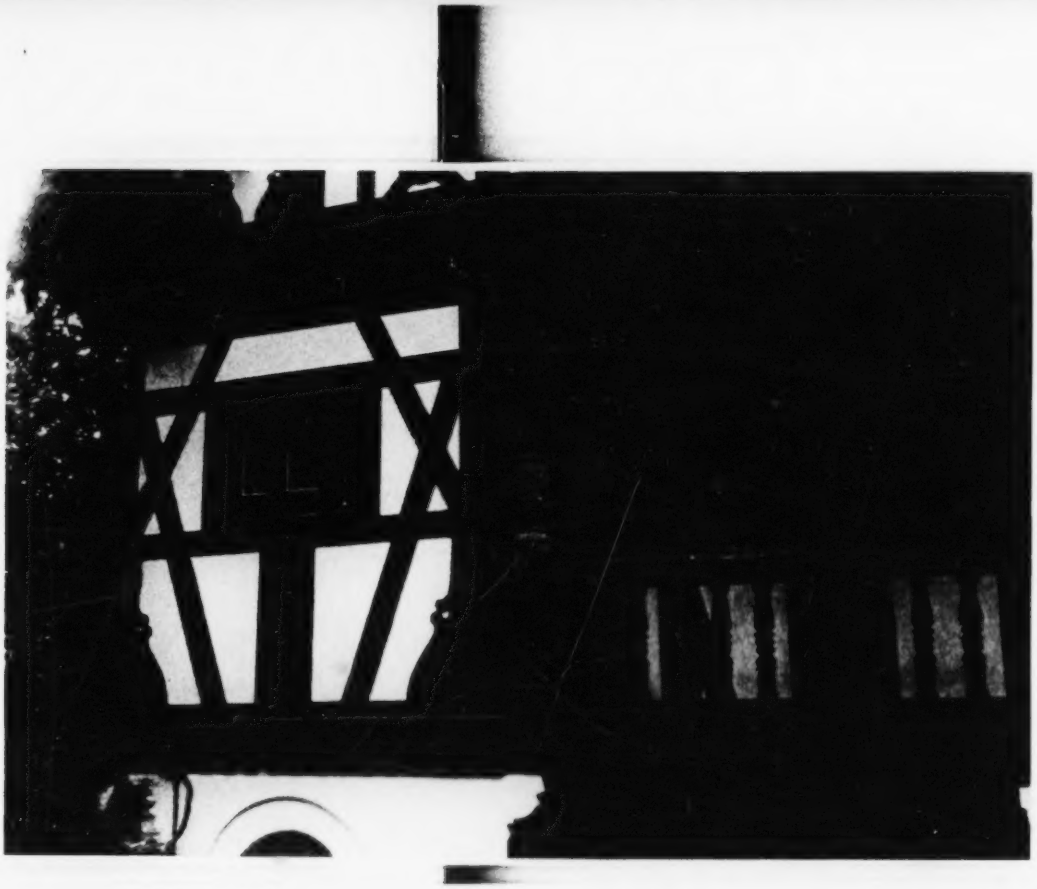

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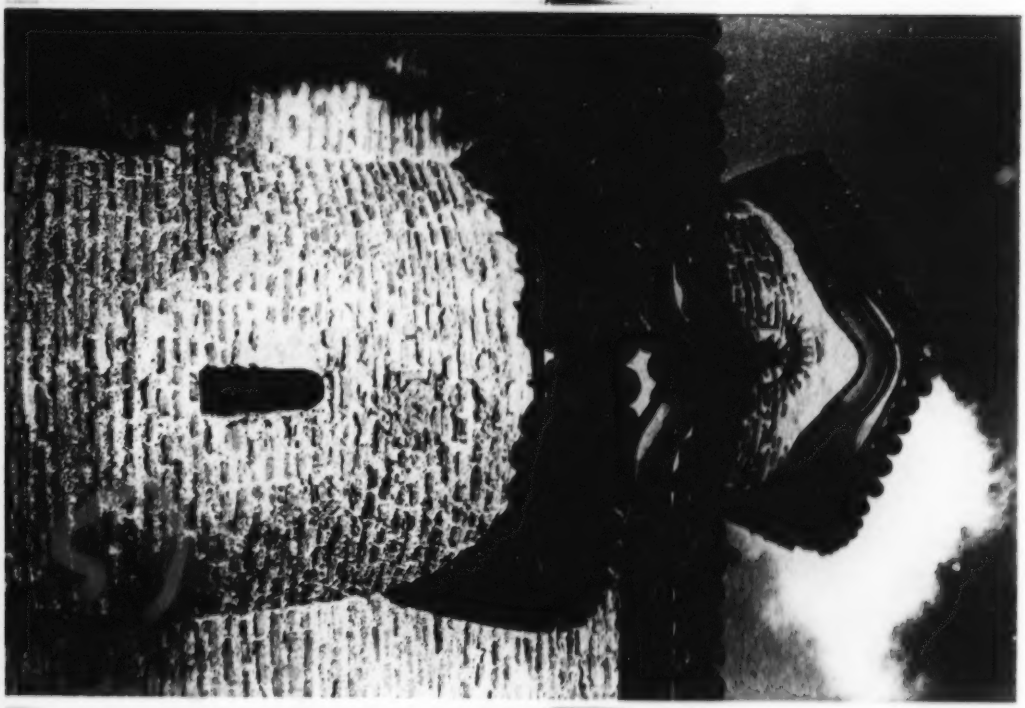

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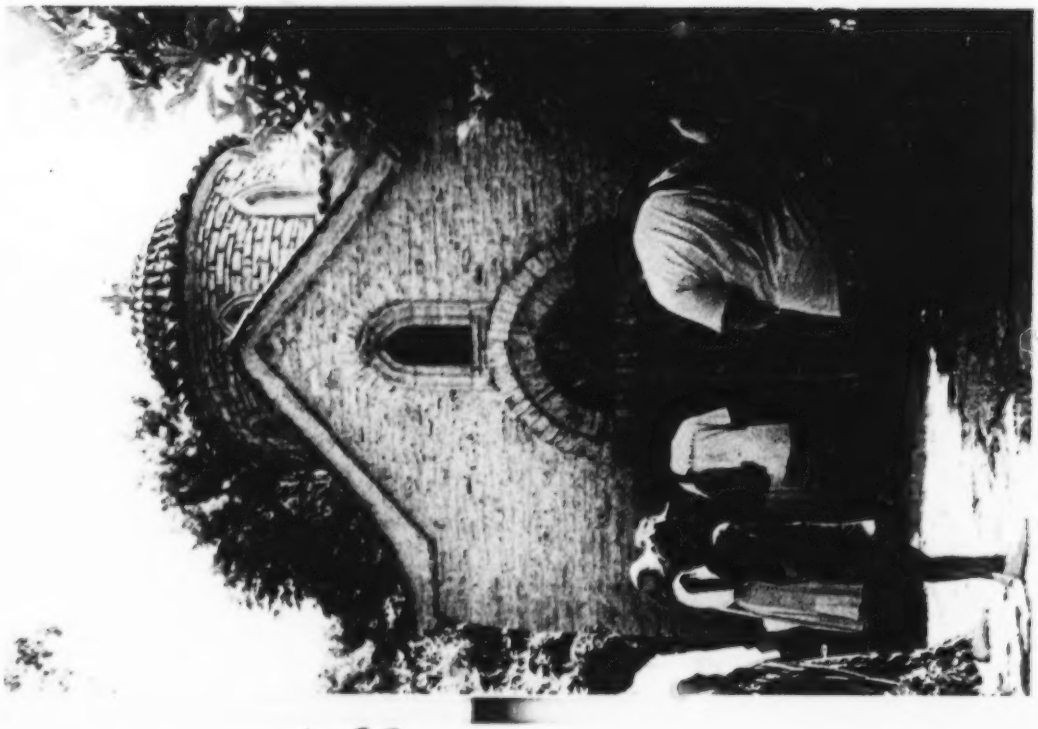

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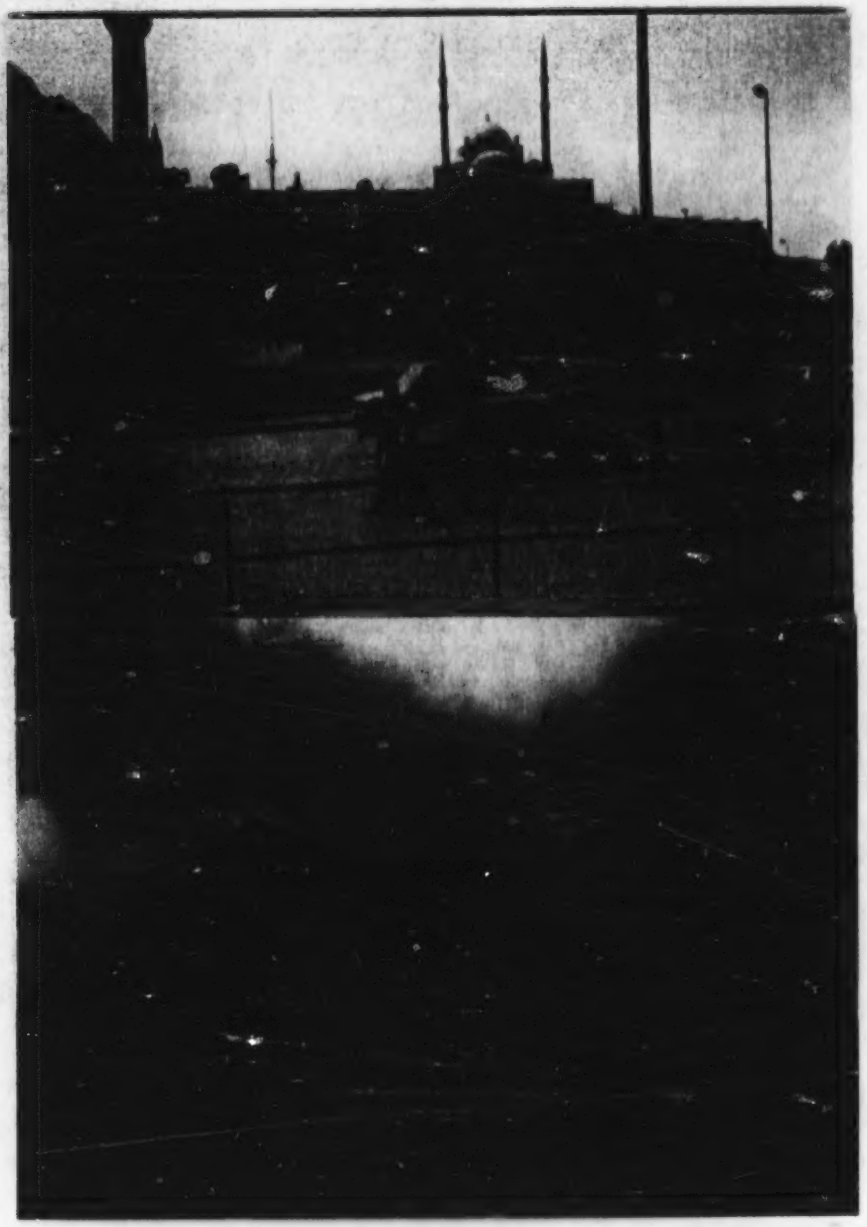

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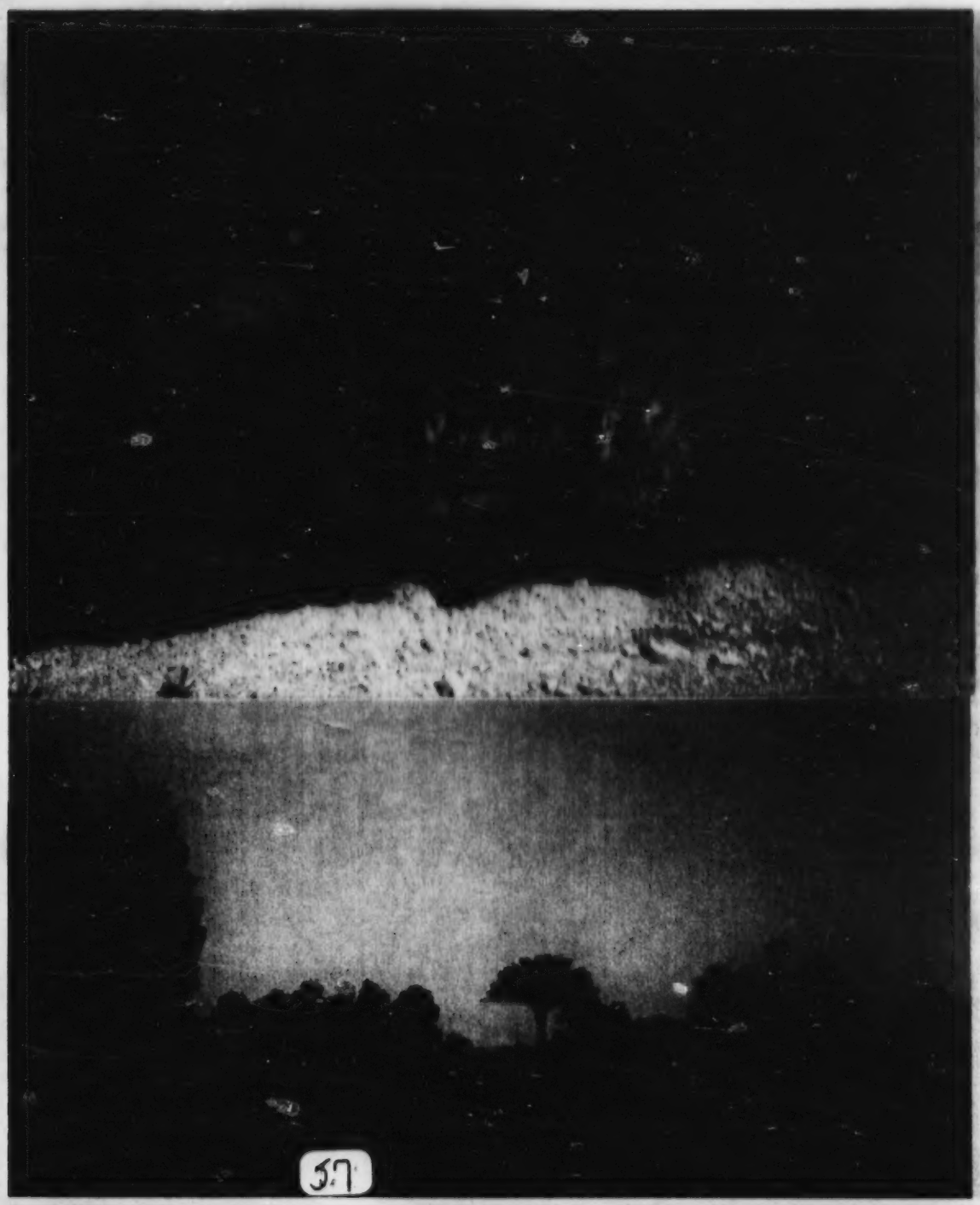

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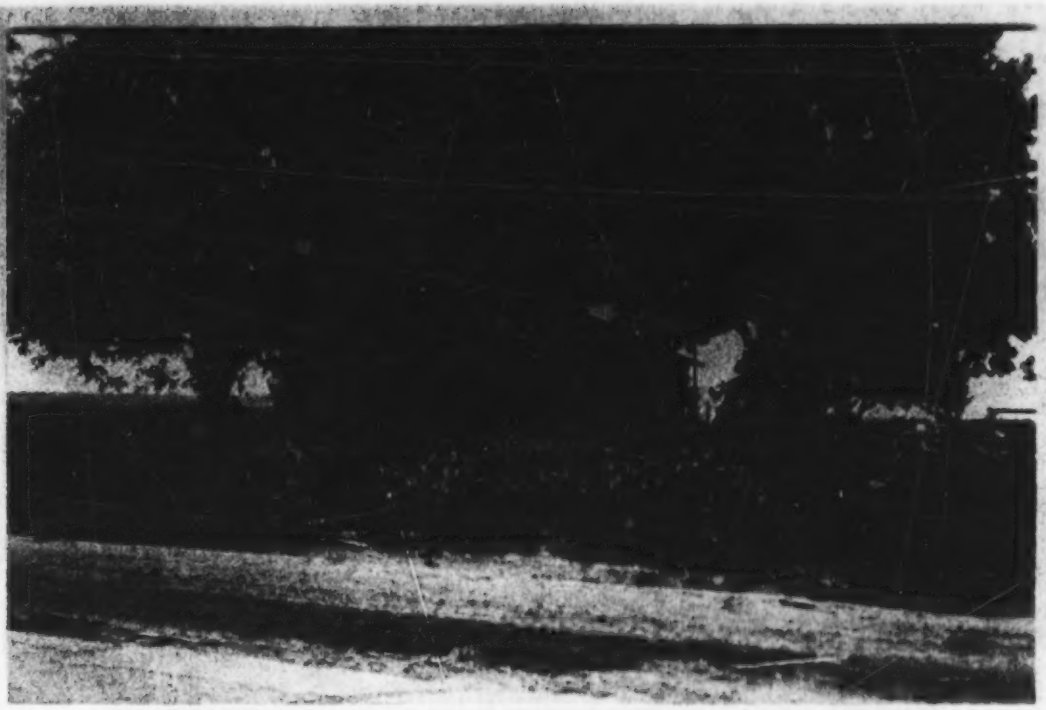

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